

Second Grade Writing Lesson #1 with Narrative Prompt

Title:	Surprise
Grade:	Second Grade
Core Standards:	4002-0860—Produce personal writing (personal experiences). 4002-0801—Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about a time they surprised themselves or someone else.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Fortunately</i> , Remy Charlip <i>That's Good! That's Bad!</i> , Margery Cuyler <i>The Wednesday Surprise</i> ,* Donald Carrick <i>First Day of School</i> , Eve Bunting <i>Miss Nelson is Missing</i> , James Marshall *Includes a box with visuals to go with the story (e.g., party hat, presents, blindfold, costume, etc.).
Student Materials:	Graphic organizers or story map (e.g., beginning, middle, end) Writing paper Pencil

What to Do:

1. Share and discuss items in the box.
2. Read the selected story.
3. **Pre-write** (plan). Model the use of the graphic organizer using the selected story.
4. Brainstorm topic ideas. Have students turn to a partner and tell of a time they surprised themselves or someone else. Tell lots of details.
5. **Write** (compose). Have students create their own graphic organizer, starting with title. Use ideas from the graphic organizer to create a first draft.

6. Have students self-assess their drafts using the modified Six Traits checklist.
7. Have students share their stories with a partner or small group, or through the **author's chair**.
8. Tally all students' self-assessed scores on the rubric for each of the Six Traits to ascertain the class' strengths and weaknesses.

Writing Prompt: Write about a time when you surprised yourself or someone else. Use enough details so that the reader can picture the person or the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "Camping"

Camping!

My brother is in boy scouts. He had been waiting along time to go camping with the other scouts. Finally, the day had come, when he got home from school he was in a rush to get packed up. Soon he was with the other scouts roasting marshmallows. After they were all full they left to get their pj's on and get into their tents. The next morning my brother saw his two neighbors outside their tent my brother asked them what they were doing. They told my brother to look in their tent so my brother did and he saw a skunk! He asked them how they didn't get sprayed they said they quietly tip toed out without bothering it. So the day my brother came home that was the story he told us.

**Student Paper #1
(Second Grade Student)
Commentary—Exemplary Example**

Title: “Camping”

Ideas and Content:

- The paper contains relevant, telling, and quality details.
- The topic is narrow and manageable. Example: the writer followed the theme of camping with the scouts and finding a skunk in their tent.

Organization:

- The paper has an inviting introduction that ties in with a satisfying conclusion about the story her brother told.
- The pacing is well controlled.

Voice:

- The reader feels a strong connection to the writer. Example: “They told my brother to look in their tent. So my brother did and he saw a skunk.”

Word Choice:

- The writer uses lively verbs, such as *roasting*, *packed up*, *quietly tiptoed*, etc.

Sentence Fluency:

- The writer incorporates varied sentence beginnings and sentence lengths.

Conventions:

- Spelling is generally correct.
- More attention needs to be paid to grammar and usage. Example: run-on sentences—“in their tent and” ...”get sprayed they said...”

Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"

when we
got Otis

by: ~~_____~~
April 13, 2004

One day we got home from school my dad told me to pick up Ben's stuff out front. I went out front and just saw nothing but our front-yard. I went back inside. I went into the kitchen and told my dad that Ben didn't have anything outside. Then Ben came in the kitchen and opened the back door. came in Daisy and a puppy. We named the puppy Otis.

Illustration for Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"



**Student Paper #2
(Second Grade Student)
Commentary—Average Example**

Title: “When We Got Otis”

Ideas and Content:

- The paper is focused.
- The writer stays on the topic.
- The reader’s questions are anticipated and answered.

Organization:

- The sequencing is logical.
- The title is original.

Voice:

- The narrative is personal. Example: “I went into the kitchen and told my dad that Ben didn’t have anything outside.”

Word Choice:

- Some word choices are too general (e.g., *used*, *went*, *often*).

Sentence Fluency:

- Many sentences begin the same way, but length as well as structure, vary.

Conventions:

- Spelling and end punctuation are correct.
- The writer needs to allow more space between words.

Second Grade Writing Lesson #2 with Narrative Prompt

Title:	Yippee!
Grade:	Second Grade
Core Standards:	4002-0806—Produce personal writing (personal experiences). 4002-0801—Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about their best day of school.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Thank You, Mr. Falker</i> , Patricia Polacco <i>Mr. Lincoln's Way</i> , Patricia Polacco <i>Lily's Purple Plastic Purse</i> , Kevin Henkes <i>Chrysanthemum</i> , Kevin Henkes
Student Materials:	Graphic organizer (web or 8 squares) Writing paper Pencil

What to Do:

1. Read selected story/stories.
2. Discuss what happened that made the day (in the story) so great.
3. **Pre-write** (plan). Have students brainstorm ideas about their best day of school. Mention that they may draw experiences from preschool, as well.
4. Have students turn to a partner and share ideas about their best day in school.
5. Model the use of the graphic organizer using one of the shared stories.
6. **Write.** Have students create their own graphic organizer, starting with their title.
7. Using their graphic organizers, have each student write draft sentences about his or her best day at school.

8. Give students time to assess their papers using the student checklist.
9. Let students share their completed stories with a partner, in small groups, or through the “author’s chair.”
10. Tally all students’ self-assessed scores on the rubric for each of the Six Traits to ascertain the class’ strengths and weaknesses.

Writing Prompt: Write about the best day you have ever had at school. Give lots of details so your reader can picture the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "My Best Day in School"

Date March 4, 2004

My Best Day In School
The walking report
card was my best day
in school. First we had
a program in the gym.
We sang Zip-a-de-do-da
and our parents sang with
us. After that we went
to the library. Then our
parents gave us our
spelling test. We did a
dance for our parents.

there. Then we went
back to the classroom.

My favorite part was
when we got the
donuts and popcorn
afterwards. Also I

liked when our parents
got to sing with us.

**Student Paper #1
(Second Grade Student)
Commentary–Exemplary Example**

Title: “My Best Day in School”

Ideas and Content:

- The topic is narrow and manageable (i.e., what happened during a walking report card.)

Organization:

- The pacing is well controlled and moves nicely from beginning to end.

Voice:

- The writer’s voice is personal and engaging.

Word Choice:

- The language and phrasing are natural. (Example: “We sang Zip-a-dee-do-da.”)

Sentence Fluency:

- The student uses a variety of transitions between sentences and thoughts.

Conventions:

- The punctuation is accurate (i.e., the student appropriately hyphenated “Zip-a-dee-do-da.”) Spelling is also generally correct.

Student Paper #2
(Second Grade Student)

Title: "My Best Day in School"

Date

3-4-04

My Best Day at School

When we made the
pots. We got a big
square of clay.

We had to use clay.

We had to put them

in the kiln. We took

some of the clay and rolled

it and smashed it. We

used water and slip. I

had alot of fun. It

took a long time. It

Was fun. We painted
the pots. I painted
mine red. I felt
really happy.

**Student Paper #2
(Second Grade Student)
Commentary—Average Example**

Title: “My Best Day in School”

Ideas and Content:

- The writer attempts to support ideas, but the reader is left with questions. For example: “We used water and slip.” What is *slip*?

Organization:

- The sequencing shows some thought and logic.
- The topic is supposed to include one day, the writer includes activities spanning more than one day.
- The writer occasionally supports the main topic, but not always.

Voice:

- The voice is reasonably sincere, but the writing is humdrum and “risk-free.”

Word Choice:

- Words and phrases are functional, with only one or two fine moments.

Sentence Fluency:

- Too many sentences begin the same way. Example: “We...”

Conventions:

- End punctuation is usually correct, and most words are capitalized correctly.

Second Grade Writing Lesson #3 with Science Prompt

Title:	Effects of Weather
Grade:	Second Grade
Standards:	Language Arts Standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Integrated K-2 Core Standard III, Objective 2c—Describe how weather affects people and animals.
Objective/Purpose:	Based on narrative and informational texts read in class, students will write to describe how weather affects people and animals.
Time Required:	Two 45-minute lessons
Teacher Materials:	Selected books: <i>Fredrick</i> , Leo Lionni <i>The Grasshopper and the Ants</i> <i>Ticky Tacky</i> <i>Thundercake</i> , Patricia Polacco Selected graphic organizers

What to Do:

Session 1

1. Read a selected story(s).
2. Identify and describe the type of weather in the story(s). Discuss how the animals or people were affected by the weather. (Vocabulary terms to introduce to students may include hibernate, migrate and adapt. Write definitions on the board. Review the words during Session 2).

Session 2

1. **Review and brainstorm.** Put students with a partner or in small groups. Ask them to review and list the specific ways animals or people were affected by the weather.
2. **Pre-write.** Using a graphic organizer, have students write ideas from partner discussion.

3. **Write.** Present students with the prompt. They will write a draft using their ideas. Encourage them to include specific information they learned from the texts and to include a statement about how weather affects them.
4. **Revise.** Students revise their drafts using the modified Six Traits checklist.
5. Students **share** their stories with a partner, small group, or with the whole class.

Writing Prompt: Write about how the weather affected the animal or person in the story.

In Leo Lionni's book,
Friedrick, weather effects
the mice. They get
ready to hibernate by
collecting food and supplies.
Fredrick has an unusual
way of hibernating. He
collects colors and words
and sun. Most animals
hibernate in the Winter.

This means they sleep
for a long time.

Groundhogs and snakes hibernate
in holes and bears

sleep in caves. People

can hibernate when

they don't go outside

and sleep a ton! When it

is Winter I love to

sleep in my sisters warm
bed. I must be hibernating too!

Student Paper #1
(Second Grade Student)
Commentary–Exemplary Example

Title: “Effects of Weather”

Ideas and Content:

- Writer understands the topic and supports it with specific examples from texts, background knowledge, and personal experience.
- Accurate details are provided to support the topic.

Organization:

- The introduction is inviting and addresses the prompt.
- The conclusion is personal, relevant, and satisfying.
- Details support main ideas in a logical sequence.

Voice:

- Writing is based on individual experience.
- Writing is expressive and descriptive.

Word Choice:

- Language is accurate and precise (“collecting” and “hibernate”), but not overly expressive.
- Few striking words or phrases.

Sentence Fluency:

- Writer consistently uses accuracy and variety in sentence lengths and structures.
- Writer shows control over standard grammar.
- Writing has a natural cadence and flow. It is pleasing and easy to read.

Conventions:

- Spelling, punctuation, and capitalization are generally correct.
- The piece is close to being ready to publish.

What to do next with this student:

- Encourage student to add a title.
- Model for student how to add more expressive words, active verbs and specific nouns.
- Model for student how to reinforce the strong organizational structure through paragraphing.

The effects of weather

Weather effects people and animals. The cold weather kills animals. Animals hibernate in the cold weather. In summer animals die of hot weather. In blizzards power goes out. My favorite weather is hot weather. I also like cold weather.

Masah

**Student Paper #2
(Second Grade Student)
Commentary—Average Example**

Title: “Effects of Weather”

Ideas and Content:

- Ideas are general and clear.
- The topic is broad, but the writer remains on topic throughout.

Organization:

- Introduction is clear and establishes a purpose for the piece.
- Sequencing shows some logic.
- Title is a restatement of prompt.

Voice:

- Writing is obvious and general.
- Narrative is sincere.

Word Choice:

- Language is accurate and correct.
- Words could be more colorful and expressive.

Sentence Fluency:

- Sentences are accurately constructed, routine, and simple in nature.
- Sentence beginnings are not all alike; some variety is attempted.

Conventions:

- Spelling, punctuation, and capitalization are generally correct.

What to do next with this student:

- Focus on more expressive, detailed writing. Model the use of active verbs and descriptive nouns.
- Encourage and model use of personal experience to add some voice to the piece.

The effects of weather

Student Paper #3
(Second Grade Student)
Title: Effects of Weather

We do different
thing in different
types of weather.

Animals hibernate in
the winter. We stay
in our house in the
winter. My favorite
season is summer be-
cause I get to go
to the beach and
I get to find
sea shells. I like summer.

Jordan

Student Paper #3
(Second Grade Student)
Commentary–Low-Average Example

Title: “The Effects of Weather”

Ideas and Content:

- Introduction is clear and general.
- The few details fail to create a deep sense of purpose.
- Personal connections in the conclusion move writer off topic.

Organization:

- Writer begins with some structure, comparing animals with people.
- Connection between “weather” and “seasons” is not clarified for reader.

Voice:

- Writer uses personal connections.
- Writing fails to engage the reader.

Word Choice:

- Words are adequate and functional.
- Words reflect a limited vocabulary and/or understanding of the topic.

Sentence Structure:

- Demonstrates some variety in beginning.
- Sentences are simple and routine.

Conventions:

- Spelling, capitalization, and punctuation are generally correct.
- Usage and grammar are simple, but correct.

What to do next with this student:

- Focus on more expressive, detailed writing. Model the use of active verbs.
- Encourage the writer to add more examples.
- Model how to write a strong conclusion to tie the piece together.
- Encourage the writer to proofread for accuracy.

Second Grade Writing Lesson #4 with Science Prompt

Title:	Real and Make-Believe Animals
Grade:	Second Grade
Core Standards:	Language Arts Standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Integrated K-2 Core Standard III, Objective 1c. Students will develop an understanding of their environment.
Objective/Purpose:	Based on texts read in class, students will write a comparison between real animals and make-believe animals.
Time Required:	Two 45-minute sessions
Teacher Materials:	Selected Books: <i>Sylvester and the Magic Pebble</i> , William Steig <i>Frog and Toad</i> , Arnold Nobel <i>Dr. DeSoto</i> , William Steig Venn diagram Pictures of real and make-believe animals Stuffed animals
Student Materials:	Basal reader Paper Writing utensils

What to Do:

Session 1

1. Show students pictures of real and make-believe animals. Have examples of stuffed animals as well. Ask students to identify which animals are real and which animals are make-believe.
2. Guide the students as they identify differences and similarities between the real and make-believe animals. Ask them to turn to a partner and describe the differences and similarities between real and make-believe animals.
3. Plot differences and similarities on a Venn diagram.

4. Read a selected story(s) to the whole class.
5. Students skim through their basal readers and/or appropriate narrative and informational picture books to find stories about real and make-believe animals. Discuss what “clues” tell them the stories are real or make-believe.
6. Add additional differences and similarities to the Venn diagram.

Session 2

1. **Review and brainstorm.** Put students with a partner or in small groups. Ask them to review the specific ways real animals are different from or similar to make-believe animals. Model how to use ideas from the Venn diagram developed in class.
2. **Pre-write.** Present students with the prompt. Students write ideas using an individual Venn diagram.
3. **Write.** Students write a draft using their ideas. Encourage them to include specific information they learned from the basal stories and picture books. Encourage them to include a personal statement or opinion about real and make-believe animals.
4. **Revise.** Students revise their drafts using the modified Six Traits checklist.
5. Students **share** their stories with a partner, small group or with the whole class.

Writing Prompt: Choose a make-believe animal from one of the stories we read. Write a paper comparing the make-believe animal and a real animal.

Real frogs ^{Frogs} are different
than make believe frogs.

Make believe frogs go to
school and write. Real frogs
live together but they
don't have school. Lucky!

Make believe frogs drive
cars and real frogs
just jump and swim. Make
believe frogs wear clothes

and real frogs don't. They
have slimy skin. This summer
I was in Zions National
Park. I caught eleven frogs.
They were slimy and
tried to jump in the
water. They were giving
each other piggy back rides.
I know these frogs are
real because I felt them.

Student Paper #1
(Second Grade Student)
Title: Real and Make-Believe Animals

I read about make
believe frogs in books.

**Student Paper #1
(Second Grade Student)
Commentary—Exemplary Example**

**Title: “Real and Make-Believe Animals:
Frogs”**

Ideas and Content:

- Writer understands the topic and supports it with specific examples from texts, background knowledge, and personal experience.
- Accurate details and multiple differences are provided to support the topic.

Organization:

- The introduction addresses the prompt and conclusion ties the piece together by restating the idea in the prompt.
- The final paragraph is personal and relevant.
- Differences between frogs support topic in a logical sequence.

Voice:

- Second paragraph is based on individual experience.
- Writing is expressive, engaging, and descriptive, including a personal comment about a frog fact: “Lucky.”

Word Choice:

- Language is accurate, but simple and not overly expressive.
- Writing contains some striking words or phrases. For example, the personal commentary about an experience with frogs draws the reader into the writing with specific details and words.

Sentence Fluency:

- Writer consistently uses accuracy and variety in sentence lengths and structures.
- Writer shows control over standard grammar.
- Writing has a natural cadence and flow. It is pleasing and easy to read.

Conventions:

- Spelling, punctuation, and capitalization are generally correct.
- The piece is close to being ready to publish.

What to do next with this student:

- Model for student how to add more descriptive nouns and adjectives.
- Model how to use stronger, unique verbs.

Alexs book of Adventure
Real animals are different than
make-believe animals. Make believe
animals can talk. Real animals
can't talk. Make believe animals
wear clothes. Real animals
don't wear clothes. Make
believe can drive. Real animals
can't drive. I like make believe
books because they are funny.

Student Paper # 2
(Second Grade Student)
Commentary—Average Example

**Title: “Real and Make-Believe Animals:
Alex’s Book of Adventure”**

Ideas and Content:

- Introduction addresses prompt and conclusion attempts to pull piece together.
- Ideas are numerous and accurate, but too general.
- Writing does not go beyond the obvious.
- Title does not support content.

Organization:

- Introduction addresses prompt and conclusion attempts to pull piece together.
- Sequencing shows some logic, but it seems stiff and rehearsed.
- No transition between sentences.

Voice:

- Writer seems detached from an audience.

Word Choice:

- Language is accurate, yet general. A limited vocabulary is reflected.
- Words could be more colorful and expressive.

Sentence Fluency:

- Sentences are accurately constructed, routine and simple in nature.

Conventions:

- Spelling, punctuation, and capitalization are generally correct. Some capitalization errors could be corrected through proofreading.

What to do next with this student:

- Focus on more expressive, detailed writing. Model the use of active verbs, descriptive adjectives, and nouns.
- Encourage and model how to write more complex sentences with a variety of beginnings and structures.
- Encourage and model the students to use more voice and personal expression.

MoKaylee's

Student Paper #3
(Second Grade Student)
Title: Real and Make-Believe Animals

R Real animals are different
than make-believe
animals. Make believe
animals They can wear
cloths and talk. They
can even do things.

Real animals They can
not go to the store.
They can't even Drive.
but they cannot go
to school.

Kaylee's writing

**Student Paper #3
(Second Grade Student)
Commentary—Low-Average Example**

**Title: “Real and Make-Believe Animals:
Kaylee’s Writing”**

Ideas and Content:

- Introduction is clear and general.
- Ideas to support main idea are reasonably clear.

Organization:

- Writer attempts sequencing.
- Lacks concluding thought.

Voice:

- Writer seems detached from an audience.

Word Choice:

- Words are adequate with limited vocabulary.
- Words reflect some understanding of the topic.

Sentence Structure:

- Some complete sentences.
- Sentences written correctly are simple and routine.

Conventions:

- Some correct spelling, punctuation, and capitalization.
- Errors in usage or grammar are noticeable, but do not affect overall meaning.

What to do next with this student:

- Encourage more precise word choice and use of voice.
- Model transitions between sentences.
- Model variety in sentence structure, including different sentence beginnings and lengths.
- Review some general grammar, punctuation, and usage rules.